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DAN SMOOT

HOW TO STOP STUDENT RIOTS

From coast to coast, during the spring of 1968, small groups of militant students crippled major American universities.

The most publicized affair was at Columbia, where — in April and May, 1968 — a few hundred communist-led student hoodlums, Negro and white, spent some 10 days in illegal possession of university buildings, committing theft and vandalism, burning manuscripts of unpublished books, demolishing files, defecating on the carpets, scattering broken whiskey bottles and other debris around, hanging communist pictures and scrawling slogans on the walls, flying communist flags from the windows.

After shameful and fruitless efforts to appease the hoodlums, Columbia president Grayson Kirk called in the police, who had to fight a bloody battle to save the university. Pro-communists then organized a student strike protesting the use of police. Aides of Mayor John Lindsay accused the police of "brutality," and the mayor ordered an investigation.

At present, it seems more reasonable to expect police to be punished for rescuing the university from subversives and hoodlums than to expect that the subversives and hoodlums will be prosecuted.[1]

The most disgusting instance of surrender to a small minority of student hoodlums in the spring of 1968 occurred at Northwestern University, Evanston, Illinois.

Northwestern has 150 Negro students (graduates and undergraduates) in a total campus enrollment of 8765. There was *no* discrimination against Negroes; but, in May, 1968, there was a Negro rebellion.

When the business office opened at 7:30 in the morning on May 3, about 100 Negroes swarmed in and took over the administration building, evicted whites, and barricaded the doors.

Meanwhile, in another building, a small group of white students invaded the office of Roland J. Hinz (dean of students and vice president of the university) and staged a sit-in to show sympathy with the Negro militants.

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James Turner, Negro graduate student leader of the militants, told newsmen at the door of the administration building that the Negroes could stay there all summer, if necessary, to enforce their demands. He threatened to destroy or sabotage business files and the costly computer which processes the university's vital records, if university officials tried to evict the invaders.

University officials decided to make no attempt to evict the Negroes or to clear white students out of the dean's office. All school personnel were ordered to stay away from the captured administration building. Dean Hinz acted as messenger to call upon the Negro militants and find out what they wanted.

For the greater part of the day and evening of May 3, Hinz trotted back and forth between the Negroes in the administration building and university officials in Scott Hall, making a round trip about every 2 hours.

By mid-morning May 4, Hinz had a full list of Negro demands; the university had appointed 10 administrative officials to negotiate for the university; the Negroes had selected 10 of their own number as negotiators. The negotiations lasted some 8 hours.

The Negro demands:

— University officials must sign a statement confessing that the university had always been guilty of "white racism."

— The university cafeteria must provide "soul food" such as chitlins and collard greens — that is, food that Negroes like.

— The university should not permit whites to object to Negro roommates, but should, nonetheless, provide separate, segregated housing for all Negroes who do not want to live with whites.

— The university should provide a separate, segregated student lounge for Negro meetings and social activities; but Negroes should be permitted, if they wish, to continue using lounge facilities provided for all students, Negro and white.

— The university must recognize that many cultural and social activities on the campus are irrelevant for Negro students, and must develop activities suited to Negroes.

— The university must expand studies of Negro history and Negro culture.

— The university must hire more Negro faculty members, and recruit more Negro students, and must consult with black students about faculty hiring and student recruitment. Negro students who serve as university advisers for these purposes should be given salaries for their work.

— The university must give Negroes preferential treatment over whites, in the granting of scholarships and other financial aid.

— The university should appoint an all-Negro council to be consulted in all matters affecting Negroes.

— While granting racial separation for Negroes who desire it at Northwestern, the university must sell all its investments in South Africa, in protest against the racial-separation policies of that country.

Northwestern University officials granted all these Negro demands, except the one regarding "soul food" in the cafeteria. Negro militants evacuated the administration building about 7:30 p.m. May 4, jubilantly announcing a complete victory. University officials made no criticism of the Negroes for having seized and held the administration building, but, rather, praised them for having destroyed no property during their 36-hour occupation.

Here are passages from the statement which Negro students forced Northwestern University officials to sign:

"Northwestern University recognizes that throughout its history it has been a university of the white establishment. . . . This it has had in common with virtually all institutions of higher learning in the United States. Its members have also had in common with the white community in America . . . the racist attitudes that have prevailed historically in this society and which continue to constitute the most important social problem of our times. This university with other institutions must share responsibility for the continuance over many past years of these racist attitudes. . . .

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"The events of this week, which have given us new and broader insights, have led us to a reappraisal. . . .

"For many of us, the solution has always seemed to be one of simply obliterating in our laws and in our personal relations the distinction between the races: that is, if only man would ignore in his human relations the differences in skin colors, racial problems would immediately disappear.

"We are now learning that this notion does not come fully to grips with the problems of the present turbulent period of transition. In short, this means that special recognition and special concern must be given . . . to the black community. . . .

"The black student does not regard the white university authorities as capable of appreciating all of the nuances of his decidedly separate culture.

"The university therefore accepts the basic sentiments expressed in the black students' petitions. . . .

"We acknowledge and respect the black students' desire for a guarantee of an immediate proportionate representation in Northwestern freshman classes. . . . It is hoped that in the future, through the combined efforts of the black students and the office of admission, a greater number of applications will be received from black high school students. . . . Salaried positions in the office of admissions will be created for such [Negro] students who assist in [Negro] student recruitment. . . .

"We agree that an orientation program will be arranged for entering black students. . . . Time will be allocated for scheduled meetings and programs which will be organized and conducted by an orientation group selected by the black student community. . . .

"The university agrees to a committee selected by the black student community to advise . . . on policy matters regarding financial aid to black students. . . . The purpose of this committee will be to review and advise on individual black students' complaints regarding financial assistance. It is anticipated that such requests will include the elimination of job requirements, the increase in a student's assistance, and the granting of special funds to students to attend the summer session. . . .

"While reaffirming our previously stated belief that a mixture of student types should characterize living arrangements within the university, we have modified that position. . . .

"Accordingly, starting with the fall of 1968, the university will reserve separate sections of existing living units of the university in which black students, upon their individual requests, will be housed.

"Moreover, the university will move toward providing separate housing units for black male and female students, and will inform the black students of progress in this direction during the spring quarter of 1969. . . .

"The university has taken a strong stand on open occupancy in Evanston. . . . In the housing under its ownership . . . there is no segregation whatsoever. . . . The university is committed to working for just living space and conditions for all black people. We share . . . [the Negro students'] concern for open occupancy. . . ."[2]

Gus Hall, head of the Communist Party, boasts that the party had an active role in student riots "on most of the major campuses" in 1968.[3]

J. Edgar Hoover, Director of the FBI, says the Students for a Democratic Society (SDS) is the core group of subversive student forces committed to the use of violence for the destruction of the existing social order in the United States. In its annual convention held at Michigan State University, East Lansing, Michigan, during June, 1968, the SDS conducted workshops on "Sabotage and Explosives," teaching students how to make and use various kinds of firebombs and other destructive devices for use against plumbing systems, strategic buildings, Selective Service facilities, police.

Mr. Hoover said that many black-power groups are outright hate organizations, advocating violence and demanding immunity from prosecution for their criminal acts, preaching hatred of the white race.[4]

The communist theoretical journal, *Political Affairs*, gives communists full credit for welding "student power" and "black power" groups into a united front.[5]

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The fact that communists are behind student riots is of less importance, however, than the fact that many major educational institutions (like the federal government and most local and state governments) are in the hands of liberals who lack the will, the understanding, or the fortitude for resolute action.

The way to stop a college riot is to expel permanently (the moment trouble begins) all students (and fire all faculty members) who violate university regulations, and to prosecute everyone (students, faculty members, outsiders) who commits trespass or violates any other law—even if this means emptying the colleges and filling the jails.

One rebel leader at Columbia admitted that if stern enforcement had been used at the outset, the rebellion "would have folded like a tent."[8] This point was proven in a few other colleges at the very time when student hoodlums and subversives were wrecking Columbia because Columbia officials lacked the character to take quick commonsense action:

— In May, 1968, students planning a sit-in at St. Louis University were told to break up in five minutes or be expelled. They broke up.[6]

— When Negro students seized the administration building at the University of Chicago, imprisoned the working staff, and cut off all out-going telephone calls, the university gave them an ultimatum: get out or be expelled. They got out.[6,7]

— Some 40 pro-communist students barricaded themselves in the registrar's office of Brooklyn College, threatening to stay there until the college agreed to admit 1000 Negro and Puerto Rican students by September, 1968. College officials told the hoodlums to leave or be expelled. They refused to leave. They were forcibly removed, expelled from the college, arrested, and charged with criminal trespass.[6,7]

No matter who is behind rioting, and no matter where it occurs, if officialdom would act quickly to suppress violence and punish law violators — supporting the police in immediate use of all force necessary — rioting would stop.

We will save our institutions and our Republic if and when we change leadership in this country. We should begin by electing constitutionalists to the White House and Congress.

COMMUNIST STUDENT RIOTS

The February 8, 1965, issue of this *Report*, entitled "Communist Student Riots," gives details and documentation on the beginnings of communist-incited student rioting in the U.S. Copies are still available: 25c each, 6 for $1.00.

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FOOTNOTES

(1) Details on Columbia University riot are from *U.S.A.* Magazine, May 10, 24, 1968; *The Dallas Morning News*, April 25, 1968, p. 2 A; *The Dallas Morning News*, April 26, 1968, p. 24 A; *The Dallas Times Herald*, April 26, 1968, p. A 7; *The Washington Daily News*, May 3, 1968; *The Washington Daily News*, May 23, 1968, p. 7; Speech by Al Capp, *The Boston Globe*, July 8, 1968, p. 9.

(2) *The Chicago Tribune*, May 5, 1968, pp. 1, 2; Other sources of information on the Northwestern University affair: *The Dallas Morning News*, May 4, 1968, p. 20 A; *The Washington Daily News*, May 4, 1968; Speech by Al Capp, *The Boston Globe*, July 8, 1968, p. 9

(3) *The Boston Globe*, July 5, 1968, p. 5; *Boston Herald Traveler*, July 5, 1968, p. C15

(4) UPI dispatch from Washington, July 20, 1968

(5) "Reds Mobilizing Youth," by Dr. George S. Benson, President, National Education Program, Searcy, Arkansas, May 22, 1968

(6) *Cleveland Press*, May 23, 1968, p. E 12

(7) *Human Events*, June 15, 1968, p. 12

(8) *The Dallas Morning News*, editorial, July 29, 1968

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